

## **Collecting Instructional Data for the Portfolio**

Collection of data on student performance is essential to good instruction and effective assessment. It indicates the accuracy of a student's performance as well as his or her improvement over time, and provides vital information on the effectiveness of instruction. Instructional data can help educators make objective decisions about what to teach based on what the student has, or has not, already learned. Central to the idea of assessing student learning is to examine the observable results and products of instruction with regard to the original goal or projected outcome for the student.

Data should be collected during routine classroom instruction, as well as, activities set up specifically to work on skills taught outside the class.

### **Observable Student Responses**

Responses by the student during an instructional activity can be recorded on a data sheet every time the activity is performed or on a regular bases, two or three times a week, if the activity is performed every day or several times a day. Data will need to be summarized on a graph, table, chart or percentage to determine the student's performance.

#### **1. Clearly define the targeted skill**

What will the student be able to do as a result of instruction in a content area? The goal for the student may be to learn new words, ideas, concepts, facts and/or skills in this area. Students with disabilities must be taught through standards based activities but the level of complexity at which knowledge and skill are taught may need to be varied for each student. For example, in a cooking activity, one student may be reading a recipe that has been extensively modified with pictures and another student may be practicing using a switch to run the mixer.

Chapter 3 in the Tennessee Alternate Portfolio Assessment Teacher's Guide and Appendix B may be helpful to teacher in determining how to set academic goals for each student at different levels of difficulty. Whichever skill is identified, it should challenge the student and be based to the extent possible on the standards at the highest level that is meaningful to the student.

#### **2. Write the skill in measurable terms**

In order for data to be useful, the skill must be measurable. Measurable skills allow teachers to track student performance, and determine to what degree progress is being made. Three steps have been identified in developing measurable skills, as described below.

**a. Identify the behavior or skill to be measured**

What skill will the student address? Behaviors and/or skills can be taken from the student's IEP.

**b. Identify the conditions for learning the skill**

How will the student participate in the activity? Determine whether the student needs an adaptation, modification, or accommodation. Presentation of materials and information may need to be adapted to suit individual learning needs, or the method of response by the student may require adjustment to suit his or her communication skills. For example, when presented with sight words paired with pictures, Jill will sign each word correctly using ASL.

**c. Identify the criteria for mastering the skill**

When will you know if the student has shown success on the subskills of the activity? For each outcome criteria for success are set at a level corresponding with the number possible observations of the targeted skill. For example, when presented with five picture symbols paired with words, Jill will sign each word independently with 80% accuracy. Similarly, another criteria might identify the degree to which the student performed the skill independently (rather than accurately). For example, when presented with picture symbols paired with words, Jill will sign each word independently, in four out of five opportunities.

**3. Determine the method of systematic instruction**

Systematic instruction ensures that learning is the result of specific planning and does not occur by chance. Skills will be most effectively acquired and generalized by the student when systematic instruction is used across multiple settings and activities. Several methods of systematic instruction are briefly summarized below.

**a. Time Delay**

When a prompt is given during an activity, the student is expected to respond correctly within a predetermined amount of time. Three approaches to time delay are used.

- *Zero-second time delay* is effective for teaching a skill for the first time. The teacher prompts the student and provides the correct response simultaneously. Then the student is asked to provide the correct response independently. For instance, Brad is shown a flashcard of the number 10 while the teacher says, 'Brad, this is the number ten. What number is this?' The teacher then waits for Brad to repeat the answer.
- *Progressive time delay* is used to determine whether the student has already learned the skill. The teacher prompts the student without giving the answer and increases the wait time successively before giving the correct response (e.g., one-second delay the first time, two-second delay the second time, etc.). For example, Brad is shown a flashcard of the number 10. The teacher waits one second for Brad to respond before

giving him the correct response. In the next session, the teacher waits an additional second for Brad to respond before giving him the correct response. In the next session, the teacher waits an additional second for Brad to respond before giving him the correct response.

- ❑ *Constant time delay*, in which wait time remains constant throughout (e.g., three-second time delay on each occasion before providing Brad the correct response).

#### **b. System of Least Prompts**

For each step in activity, the student is expected to respond correctly within a predetermined number of seconds, after which successive prompts are introduced, beginning with the least intrusive. If the student does not respond correctly, the least intrusive prompt (i.e., verbal) is given to the student. The teacher again awaits the student's response within the predetermined time frame. This process continues, using successively more intrusive prompts each time (i.e., verbal, gesture, and physical) until the student responds correctly or when all prompts are utilized and the student has not responded correctly. Data is recorded on accuracy and independence during each step of the activity.

At the beginning of each instructional activity it is important to provide an opportunity for the student to make a choice and have some control over his learning. For example, Sam worked on his goal of identifying numbers. At the beginning of the session, Sam chose to work with manipulative. Evidence of choice should be included in the student's alternate assessment along with instructional data on the student's performance.

#### **4. Design a data collection sheet**

Data sheets should be designed so information can be collected easily on the student's performance of the skill on several occasions. Sheets should be convenient to use and easily understood by those who were not present during data collection, particularly those who will score the student's portfolio. Educators are strongly encouraged to compile and submit instructional data on each activity in the two data collection periods of a content area. The instructional data should be graphed or have a visible account of instruction, progress and increased complexity. The data collection sheet documents:

- ❑ The dates on which the student attempted the task or activity (on at least three, and preferably many more occasions)
- ❑ The frequency with which a student gave the desired response (accuracy)
- ❑ The frequency and kind(s) of cues, prompts, or other assistance provided to the student (independence)
- ❑ The standards based activities in which the skill was practiced
- ❑ The code for all settings of instruction

## **5. Record the data on a graph**

Recording raw data on a graph each time the student performs a task or activity allows a teacher to keep track of vital and detailed information on each performance. However, graphing a summary of this information on a bar or line graph provided evidence sufficient to draw summative conclusions at a later date. This graph can be part of the teacher data collection sheet or a separate graph.

It is preferable to convert raw performance data into percentages to make interpretation easier. Percentages allow comparison of data in cases where the student may have attempted a different number of task or responded to different number of questions during different activities. For example, John answered 7 out of 9 questions correctly (78%); on another occasion, he answered 17 out of 21 (81%). Obviously, conversion of raw scores to percentages is necessary to determine whether his performance has improved.

## **6. Review, evaluate, and reflect on the data**

Once the data has been summarized on the graph, the most basic analysis would be to determine whether an upward or downward slope exists by comparing data over time.

Questions to consider are:

- ☐ Does the data indicate that the student achieved the skill?
- ☐ How much progress, if any has the student made toward the desired outcome?
- ☐ If progress is slow, should the student address less complex skills or concepts, before again attempting this one?
- ☐ If the student achieved mastery rapidly, can the student proceed with more challenging goals-increased complexity?

A more detailed analysis may be necessary if a progress trend is not immediately clear. Additional analysis may yield greater understanding of the student's performance and overall effects of instruction. Questions to consider might include:

- ☐ Does the student perform better at certain times of the day, or day(s) of the week?
- ☐ Does performance change after long weekends, holidays, or vacations?
- ☐ Do results differ depending on the person assisting, the setting, or materials being used?
- ☐ Do results differ based on the type of reinforcement or consequences provided during instruction?

## Which data collection system best measures the objective?

<b>Data System</b>	<b>Definition</b>	<b>What Teacher Collect and graphs</b>	<b>Examples of skill for Which Used</b>
<b>Task Analysis</b>	The steps needed to complete a chained task	Each step completed Number of steps correct	Work an machine Buy a coke Make cookies Move each body part as dressed
Repeated Trial Assessment	Teacher-delivered teaching trails on one or more than one responses in a set	Each trail correct Number correct or items correct	Read sight words Read prices Name objects Eye gaze for 10 choices as fed lunch
Repeated Opportunity Assessment	Responses taught throughout the day when they typically occur	Each correct response Number or types of responses correct	Use object schedule Make a choice at start of each lesson Grasp and release object during each activity Sign name on each paper given Tell clock time at start of each lesson
Frequency Count	Goal is to increase the number of times student using this new response; may be throughout the day or in one lesson	Tally number of times response is observed Total number of responses	Work: e.g., number of envelops stuffed Use of picture to ask for help Vocalize to signal ready to be moved

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Duration Recording	Total amount of time student engages in task	Time seconds or minutes with stopwatch Total number of seconds or minutes	Work on a vocational task Playtime with peers who are nondisabled Leisure time alone Seatwork in general ed class Listens to a story Stands in stander while doing work task like planting
Cumulative Recording	One discrete response with goal that it will be used consistently each day (may be used more than once daily)	Yes/No response made each day Chart cumulative responses (total across days)	Use picture to ask to “eat” at 11:30 Bring instrument to music lesson Greet peer in A.M. Hit buzzer when needs medication

Recommendation: One method of data collection will probably not be applicable to all IEP objectives. For example, a task analysis may be useful for community and home living skills, but not appropriate to measure a discrete communication response. Make sure that the data collection tool that you choose will clearly show student progress and is able to reflect increased complexity or difficulty.

## Options for prompt level code

Options	Example
<b>Type of prompt or highest level of prompt used</b>	+ - independent V – verbal prompt M – model prompt P – physical prompt
Level of prompt using a numerical system	5 – independent correct 4 – partial guidance at elbow 3 – partial guidance at wrist 2 – hand over hand partial guidance 1 – full, firm physical guidance 0 – resisted guidance
Tally number correct	111 = 3
Yes/No for cumulative recording	10/22 yes 10/23 no 10/24 yes
Stopwatch for duration	21 minutes

Recommendation: Use a scoring system that will be clear to others who view the data. Be sure to put the code for the data system on the data sheet. Be sure that the prompt system that you choose can be graphed to show progress.

## How do you summarize the data to show progress?

Options to Summarize the Data	Pros and Cons
Percent Independent Correct versus Number Independent Correct	Percent correct can make it easier to interpret progress towards mastery but adds more “bounce” to the data if you have fewer than 8 responses. That is, the student may just get one wrong and appear to have a large regression.
Another option: Prompt Scoring (number prompts; total score from prompts)	Scoring the prompts can show progress to less intrusive prompts; but only independent corrects can be considered initiated
Record the Number or Percent on Data Sheet versus Graphing	A graph offers a quick visual display of progress. A graph is essential in cumulative recording.
Separate Graph versus Superimposed Graph	A separate graph can be generated using computer and look highly professional; in contrast, using a combination graph and data sheet is less time consuming.

Recommendation: Summarize the number or percent correct on the column for each day's (week's) data. Prepare graphs periodically (e.g., when you reach the end of each data sheet) using either a separate or superimposed graph. Make decisions to improve instruction based on the progress graphs. Include both the data sheets and graphs.



**SAMPLE**

Date 9-20-?

Target Skill Following a sequence or Pattern

Data Period ① 2

Activity Will participate in Leisure Time

I need to work on:

Get  
☐

~~Look~~  
☐











Put together  
☐

Take apart  
☐

I choose to: blocks

Put away  
☐

Monitor:

Get	 Not Good	<del></del> Good	Needed Help
Look	<del></del> Not Good	 Good	Needed Help
Put Together	<del></del> Not Good	 Good	Needed Help
Take apart	<del></del> Not Good	<del></del> Good	Needed Help
Put away	<del></del> Not Good	 Good	

Evaluation: How I did:

~~~~  
Not Good

  
Good

\*  \*  
Great!

Adjustment: Next time I need to work harder on:

Get  
☐

~~Look~~  
☐

Put Together  
☐

Take apart  
☐

Put Away  
☐

Support: Jill

Peer Reg. Teacher Teacher Assis

Task Analysis for <u>Jane</u>	9-20	9-24	9-25	9-28	10-01	10-03	
Remove item from bin	CR ✓	CR ✓	CR ✓	G ✓	G ✓	G ✓	
'Look' at model	CR -	CR -	CR -	G -	G -	G ✓	
Place items according to model	CR -	CR -	CR ✓	G ✓	G -	G ✓	
Take apart	CR ✓	CR ✓	CR ✓	G ✓	G ✓	G ✓	
Pick up and put item in bin	CR -	CR ✓	CR -	G ✓	G ✓	G ✓	
	40%	60%	60%	60%	60%	100%	

Key:  
 CR = Classroom  
 H = Hallway  
 R = Mrs. Ridner's room  
 M = Music room  
 G = Gym  
 C = Cafeteria

✓ = yes  
 - = no

Activity: Jane will participate in  
leisure time

Date 12-10-?

Target Skill Following a sequence or pattern Data Period 1 (2)

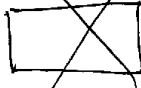
Activity Put item away

I need to work on:

Pick up



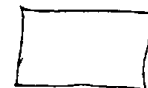
~~Carry~~



Place or Put



Listen



I choose to: The basketball

Physical  
Assist in  
Marking

Monitor:

Pick Up	Not Good	<del> Good</del>	Needed Help
Carry	<del> Not Good</del>	Good	Needed Help
Place or Put	Not Good	<del> Good</del>	Needed Help
Listen	<del> Not Good</del>	Good	Needed Help

Evaluation: How I did:



Not Good



~~Good~~



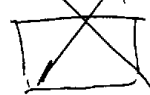
Great!

Adjustment: Next time I need to work harder on:

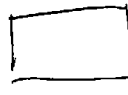
Pick up



~~Carry~~



Place or Put



Listen



Support:

Sally

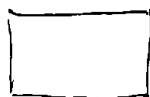
Peer

Reg. Teacher Teacher Assist

Date 12-11-?  
 Target Skill Following a sequence or pattern Data Period 1 (2)  
 Activity Put item away

I need to work on:

Pick up



~~Carry~~



Place or Put



Listen



I choose to: The basketball

Physical Assist in Marking

Monitor:

Pick Up	Not Good	<del> Good</del>	Needed Help
Carry	Not Good	<del> Good</del>	Needed Help
Place or Put	Not Good	<del> Good</del>	Needed Help
Listen	Not Good	<del> Good</del>	Needed Help

Evaluation: How I did:



Not Good



Good



Adjustment: Next time I need to work harder on:

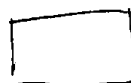
Pick up



Carry



Place or Put



~~Listen~~



Support: Sally Peer Reg. Teacher Teacher Assi.

Task Analysis for <u>Jane</u>	12-3	12-4	12-10	12-11	12-17	12-18
Pick up items from work area	CR	M	G	G	B	G
Carry to appropriate shelf	CR	M	G	G	B	G
Place on shelf	CR	M	G	G	B	G
Follow cues as needed.	CR	M	G	G	B	G
	25%	25%	50%	100%	100%	75%

Key:

CR = Classroom

H = Hallway

R = Mrs. Ridner's room

M = Music room

G = Gym

C = Cafeteria

✓ = yes

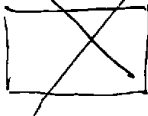
— = no


Activity: Jane will put away items after use  
following verbal cues.


m-16

Date 2-20-?  
 Target Skill Following a sequence or pattern Data Period 1 (2)  
 Activity Set Table

I need to work on:

~~Locate~~  


Match Plate  


Match cup  


Match S+F  


I choose to: Blue cup

Had Help  
 Marking Sheet

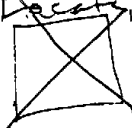
Monitor:


Locate	<del>Not Good</del>	Good	Needed Help
Match plate	Not Good	<del>Good</del>	Needed Help
Match Cup	Not Good	<del>Good</del>	Needed Help
Match S + F	<del>Not Good</del>	Good	Needed Help

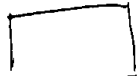
Evaluation: How I did:


 Not Good    
  Good    
 \*  \* Great!

Adjustment: Next time I need to work harder on:

~~Locate~~  


Match Plate  


Match Cup  


Match S+F  


Support: Sam Peer Reg. Teacher Teacher Assist

Task Analysis for <u>Jane</u>	2-5-	2-6-	2-12-	2-13-	2-19-	2-20-	2-22-
Locate plate, cup, spoon, fork	P	P	P	CR	P	P	CR
Match plate with app. plate pattern	P	P	CR	CR	P	P	CR
Match cup with app. cup pattern	C	P	R	CR	P	P	CR
Match spoon & fork with app. pattern	C	R	CR	CR	P	P	CR
	0%	0%	50%	75%	50%	50%	75%

Key:  
 CR = Classroom  
 H = Hallway  
 R = Mrs. Ridner's room (Home Ec. Classroom)  
 M = Music room  
 G = Gym  
 C = Cafeteria  
 ✓ = yes  
 — = no

Activity: Jane will set table using templates

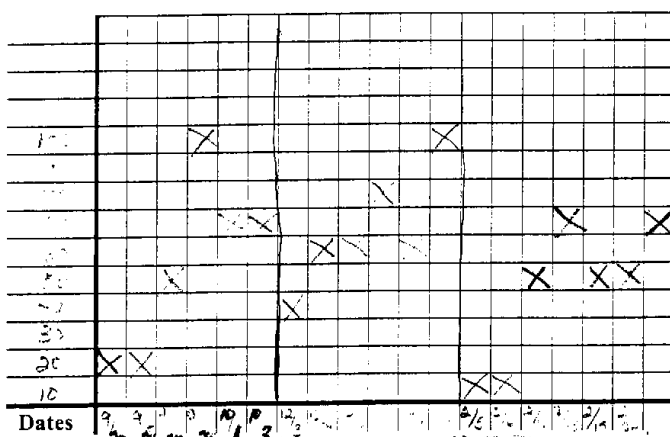


Student: Jane

Targeted Skill: Following a sequence or pattern.

### Graphing of Student Progress

Dates - From: 9/4 To: 2/20



**This graph represents the following information:**

This graph represents the following information:

1st Act, Park's Pointe, California, 1970	2nd Act, Put Item Away	3rd Act, Set Table
10	10	10
20	20	20
30	30	30
40	40	40
50	50	50
60	60	60
70	70	70
80	80	80
90	90	90
100	100	100

**Description of Progress:**

- ☒ Student's prompt level of support decreased  
☐ Student reduced time needed for task from \_\_\_\_\_ to \_\_\_\_\_  
☐ Student learned new tasks  
☐ Other (please specify) \_\_\_\_\_  
☐ No progress (specify steps to change instruction) \_\_\_\_\_

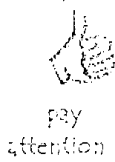
**Description of Increased level of complexity:**

- ☐ Steps were added (please specify the steps) \_\_\_\_\_  
☐ Student added new skills to repertoire (e.g. learned new functional sight words) please specify new skills \_\_\_\_\_  
☐ Other (please specify) \_\_\_\_\_

AREA: SCIENCE

TARGET SKILL: Making choices

Today I will Remember to:



ADJUST

I CHOOSE help from:



PLAN Activity: Making a choice



or

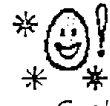


SETTING:

SUPPORT: Peers present ☒ Peer tutor ☐ Natural Peer Support ☒ Natural Support ☐

MONITOR	Pay attention	yes	no	Remember cues	yes	no	Use sense of touch	yes	no
			✓			✓		✓	

Today I did:



EVALUATE



Next time I will:

ADJUST

Age appropriate activity ☒ Functional activity ☒ Appropriate adaptations ☒

# Task Analysis Worksheet

Student: Harry Up

Activity: Singing

P - Play ground (Reg. students)  
 CR - Sp. Class  
 C - Cafeteria  
 G - gym (P.E.) class  
 M - Music class  
 A - Art Class  
 L - Library  
 H - Hallway

Comments

Behaviors	Date	Setting									
		M	M	M	M	CR	CR	M	M	M	M
		9/16	9/17	9/23	9/24	9/30	10/1	10/8	10/9	10/15	10/16
25		25	25	25	25	25	25	25	25	25	25
24		24	24	24	24	24	24	24	24	24	24
23		23	23	23	23	23	23	23	23	23	23
22		22	22	22	22	22	22	22	22	22	22
21		21	21	21	21	21	21	21	21	21	21
20		20	20	20	20	20	20	20	20	20	20
19		19	19	19	19	19	19	19	19	19	19
18		18	18	18	18	18	18	18	18	18	18
17		17	17	17	17	17	17	17	17	17	17
16		16	16	16	16	16	16	16	16	16	16
15		15	15	15	15	15	15	15	15	15	15
14		14	14	14	14	14	14	14	14	14	14
13		13	13	13	13	13	13	13	13	13	13
12		12	12	12	12	12	12	12	12	12	12
11		11	11	11	11	11	11	11	11	11	11
10		10	10	10	10	10	10	10	10	10	10
9		9	9	9	9	9	9	9	9	9	9
8		8	8	8	8	8	8	8	8	8	8
7		7	7	7	7	7	7	7	7	7	7
6		6	6	6	6	6	6	6	6	6	6
5		5	5	5	5	5	5	5	5	5	5
4		4	4	4	4	4	4	4	4	4	4
3	Use sense of touch	3	3	3	3	3	3	3	3	3	3
2	Remember Cues	2	2	2	2	2	2	2	2	2	2
1	Pay attention	1	1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0	0

12-12

AREA: SCIENCE TARGET SKILL: Making choices

Today I will Remember to:



pay  
attention



remember  
cues



~~use sense  
of touch~~

ADJUST

I CHOOSE help from:



Sarah

PLAN Activity: Making a choice



song



~~Equipment~~



riding toy



1 book

or



2 books

SETTING:



Playground



~~gym~~



music class



Library

SUPPORT: Peers present ☐ Peer tutor ☐ Natural Peer Support ☒ Natural Support ☐

MONITOR	Pay attention	yes	no	Remember cues	yes	no	Use sense of touch	yes	no
		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Today I did:



Not good



~~Good~~



Great!

EVALUATE



~~pay  
attention~~



remember  
cues



use sense  
of touch

Next time I will:

ADJUST

Age appropriate activity ☒ Functional activity ☒ Appropriate adaptations ☒

12-13

AREA: SCIENCE

TARGET SKILL: Making choices

Today I will Remember to:

ADJUST



pay  
attention



remember  
cues



use sense  
of touch

I CHOOSE help from:



Sarah

PLAN Activity: Making a choice



song



Equipment



riding toy



1 book

or



2 books

SETTING:



Playground



gym



music class



Library

SUPPORT: Peers present ☐ Peertutor ☐ Natural Peer Support ☐ Natural Support ☐

MONITOR	Pay attention	yes	no	Remember cues	yes	no	Use sense of touch	yes	no
			✓		✓			✓	

Today I did:



Not good



Good



Great!

EVALUATE



pay  
attention



remember  
cues



use sense  
of touch

Next time I will:

ADJUST

Age appropriate activity ☒

Functional activity ☒

Appropriate adaptations ☒

# Task Analysis Worksheet

Student: Harry Up

Activity: P.E

Comments

- P - Playground (Reg. students)  
 CR - Sp. Class  
 C - Cafeteria  
 G - gym (P.E.) class  
 M - Music class  
 A - Art Class  
 L - Library  
 H - Hallway

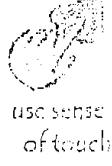
Behaviors	Date	Setting									
		G	G	G	G	G	G	G	G	P	P
		12/5	12/6	12/12	12/13	1/6	1/7	1/13	1/14	1/20	1/21
25		25	25	25	25	25	25	25	25	25	25
24		24	24	24	24	24	24	24	24	24	24
23		23	23	23	23	23	23	23	23	23	23
22		22	22	22	22	22	22	22	22	22	22
21		21	21	21	21	21	21	21	21	21	21
20		20	20	20	20	20	20	20	20	20	20
19		19	19	19	19	19	19	19	19	19	19
18		18	18	18	18	18	18	18	18	18	18
17		17	17	17	17	17	17	17	17	17	17
16		16	16	16	16	16	16	16	16	16	16
15		15	15	15	15	15	15	15	15	15	15
14		14	14	14	14	14	14	14	14	14	14
13		13	13	13	13	13	13	13	13	13	13
12		12	12	12	12	12	12	12	12	12	12
11		11	11	11	11	11	11	11	11	11	11
10		10	10	10	10	10	10	10	10	10	10
9		9	9	9	9	9	9	9	9	9	9
8		8	8	8	8	8	8	8	8	8	8
7		7	7	7	7	7	7	7	7	7	7
6		6	6	6	6	6	6	6	6	6	6
5		5	5	5	5	5	5	5	5	5	5
4		4	4	4	4	4	4	4	4	4	4
3	Use sense of touch	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>
2	Remember Cues	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>
1	Pay Attention	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>
		0	0	0	0	0	0	0	0	0	0

2-4

AREA: SCIENCE

TARGET SKILL: Making choices

Today I will Remember to:



ADJUST

I CHOOSE help from:



Joe

PLAN Activity: Making a choice



or

SETTING:



SUPPORT: Peers present ☒ Peer tutor ☐ Natural Peer Support ☒ Natural Support ☒

MONITOR	Pay attention	yes	no	Remember cues	yes	no	Use sense of touch	yes	no
		<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>

Today I did:



EVALUATE



pay attention



remember cues



use sense of touch

Next time I will:

ADJUST

Age appropriate activity ☒ Functional activity ☒ Appropriate adaptations ☒

# Task Analysis Worksheet

Student: Harry Up

Activity: Checking Out Book

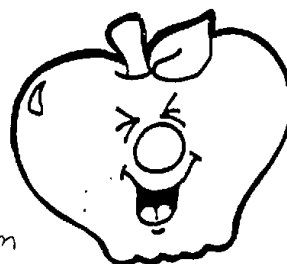
P - Playground (Reg. Students)  
CR - Sp. Class  
C - Cafeteria  
G - gym (P.E.) class  
M - music class  
A - Art Class  
L - Library  
H - Hallway

Comments

Behaviors	Date	Setting									
		L	L	L	L	L	L	L	L	L	L
		1/2	1/3	1/4	1/5	1/6	1/7	1/8	2/5	2/6	3/12
25		25	25	25	25	25	25	25	25	25	25
24		24	24	24	24	24	24	24	24	24	24
23		23	23	23	23	23	23	23	23	23	23
22		22	22	22	22	22	22	22	22	22	22
21		21	21	21	21	21	21	21	21	21	21
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17		17	17	17	17	17	17	17	17	17	17
16		16	16	16	16	16	16	16	16	16	16
15		15	15	15	15	15	15	15	15	15	15
14		14	14	14	14	14	14	14	14	14	14
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9		9	9	9	9	9	9	9	9	9	9
8		8	8	8	8	8	8	8	8	8	8
7		7	7	7	7	7	7	7	7	7	7
6		6	6	6	6	6	6	6	6	6	6
5		5	5	5	5	5	5	5	5	5	5
4		4	4	4	4	4	4	4	4	4	4
3 Use sense of touch		<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>	<del>3</del>
2 Remember Cues		<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>	<del>2</del>
1 Pay attention		<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>	<del>1</del>
		0	0	0	0	0	0	0	0	0	0



Student's Name: Emily Date: 8-13-01  
English/Language Arts: Sp. Ed. Setting: Classroom



Target Skill: Communication

Adaptation: Touch cues

Activity:

Listening to Music      Exercise      Preparing for Lunch      Recess

Today I will work on:

Sit up when bathroom indicator is placed in hand.

Responds to Cues

Grabbing

Accepts Wipes

Washes face and hands

Monitoring:

I did:

Respond to Cues

Not respond to cues

Grab

Not grab

Accepts wipes

Not accept wipes

Washes face

Not wash face

Wash hands

Not wash hands

You are  
'Beary'  
special!

Keep  
Trying!

Evaluation:

How well did I work on my goal?

Bad

Better

Best

Next time I will accept wipes

My peer helper today was (circle):

Teacher

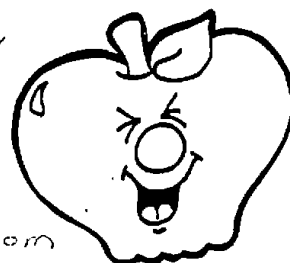
Peer Tutor

Regular Ed. Teacher

Peer  
Assistant

Signature: Lynette





Student's Name: Emily

Data Period: I

Date: 8-14-01

English/Language Arts:

Setting: Classroom <sup>S.p. Ed.</sup>

Target Skill: Communication

Adaptation: Hand-over-Hand

Activity:

Listening to Music

Exercise

Preparing for Lunch

Recess

Today I will work on:

Sit up when bathroom indicator is placed in hand.

Responds to Cues

Grabbing

Accepts Wipes

Washes face and hands

You are  
'Beary'  
special!

Monitoring:

I did:

Respond to Cues

Not respond to cues

Grab

Not grab

Accepts wipes

Not accept wipes

Washes face

Not wash face

Wash hands

Not wash hands

Keep  
Trying!

Evaluation:

How well did I work on my goal?

Bad

Better

Best

Next time I will use wipes to wash face and hands.

My peer helper today was (circle):

Teacher

Peer Tutor

Regular Ed. Teacher

Peer

Assistant

Signature: [Signature]



## Data Collection Sheet

Activity: Mealtime Preparation      Student: Emily Houck

### Setting Codes:

A = Regular Classroom    M = Music Room  
B = Sp. Ed. Class        G = Physical Ed.  
L = Cafeteria            P = Playground

Task Analysis	Date	8-13-01	8-14-01	8-16-01	8-21-01	8-22-01	8-23-01	8-24-01	8-27-01	8-29-01	8-30-01	9-3-01	9-4-01	9-5-01
Indicate need		-	-	-	-	-	-	-	-	-	-	-	-	-
Response to bathroom care		-	-	-	-	-	-	-	-	-	-	-	-	-
Sit up to be transported		-	-	-	-	-	-	-	-	-	-	-	-	-
Accepts wipes for washing		-	T	-	T	T	-	-	-	-	-	-	T	T
Respond positively to washing face		-	-	-	-	-	-	-	-	-	-	-	-	-
Respond positively to wiping hands		-	-	-	-	-	-	-	-	-	-	-	-	-
Setting Code		B	B	B	B	B	B	B	B	B	B	B	B	B

### Scoring:

T = correct

- = incorrect

Teacher Signature: *Lynda*

# Task Analysis Worksheet

Student: \_\_\_\_\_

Activity: \_\_\_\_\_

CR - Sp. Class  
C - Cafeteria  
G - gym (P.E.) class  
M - Music class  
A - Art Class  
L - Library  
H - Hallway

Comments

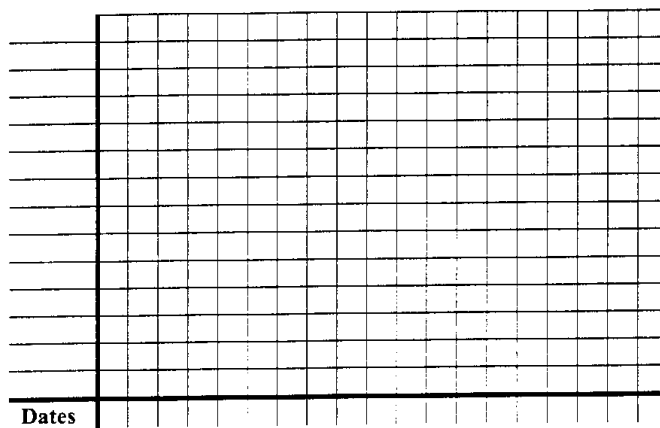
		Setting									
Behaviors	Date										
25		25	25	25	25	25	25	25	25	25	25
24		24	24	24	24	24	24	24	24	24	24
23		23	23	23	23	23	23	23	23	23	23
22		22	22	22	22	22	22	22	22	22	22
21		21	21	21	21	21	21	21	21	21	21
20		20	20	20	20	20	20	20	20	20	20
19		19	19	19	19	19	19	19	19	19	19
18		18	18	18	18	18	18	18	18	18	18
17		17	17	17	17	17	17	17	17	17	17
16		16	16	16	16	16	16	16	16	16	16
15		15	15	15	15	15	15	15	15	15	15
14		14	14	14	14	14	14	14	14	14	14
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7		7	7	7	7	7	7	7	7	7	7
6		6	6	6	6	6	6	6	6	6	6
5		5	5	5	5	5	5	5	5	5	5
4		4	4	4	4	4	4	4	4	4	4
3		3	3	3	3	3	3	3	3	3	3
2		2	2	2	2	2	2	2	2	2	2
1		1	1	1	1	1	1	1	1	1	1
		0	0	0	0	0	0	0	0	0	0

[illegible]

Targeted Skill: \_\_\_\_\_

**Data Points - 1 : 2 (circle one)**

Dates - From: \_\_\_\_\_ To: \_\_\_\_\_



**This graph represents the following information:** \_\_\_\_\_

- ☐ Student's prompt level of support decreased
- ☐ Student reduced time needed for task from \_\_\_\_\_ to \_\_\_\_\_
- ☐ Student learned new tasks
- ☐ Other (please specify) \_\_\_\_\_
- ☐ No progress (specify steps to change instruction) \_\_\_\_\_

☐ Steps were added (please specify the steps) \_\_\_\_\_  
☐ Student added new skills to repertoire (e.g. learned new functional sight words) please specify new skills \_\_\_\_\_

☐ Other (please specify \_\_\_\_\_)